

Supervision of Economics Programme in Post-Basic Education and Career Development (PBECD) in Nigeria

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Abstract: This paper examined the challenges militating against effective supervision of the Economics Programme in Post-Basic Education and Career Development (PBECD) in Nigeria. Secondary data were used to provide empirical support for the paper. Data were collected from both print materials and online publications. The paper identified inadequate funding, shortage of supervision materials, inadequate transport facilities, poor communication skills, shortage of Economics Supervisors, poor human relations skills, insecurity and poor capacity development as problems hindering effective supervision of the Economics Programme in Post-Basic Education and Career Development (PBECD) in Nigeria. The paper recommended the following: Increment in the funding of Economics supervision in the Post-Basic Education and Career Development (PBECD) in Nigeria.

Keywords: Supervision of Economics programme, Post-Basic Education and Career Development (PBECD).

Introduction

Economics is concerned with human behaviour such as how people earn their living and make a choice amongst alternatives to satisfy their wants. It focuses on the study of firms and the government whose activities are geared to the production of goods and services for the satisfaction of human want since Economics is concerned with human behaviour. So, Economics is a social science, and like any science subject, the reasoning procedure in Economics is methodological, its analysis is systematic, and the validity of its various theories can be tested. Thus, an attempt has been made to integrate the theoretical foundations of the subject with their practical applications (Yusuf updated; Akin-Ibidiran, Ogunode&Ibidiran 2021). Adu, Galloway&Olaoye, (2014) submitted that the teaching of Economics provides a learner with the opportunities to live meaningfully within the changing economic world. The followings are the objectives or attainable outcomes of teaching Economics: to equip students with the basic principles of Economics necessary for useful living and higher education; to prepare and encourage students to be prudent and effective in the management of scarce resources; to raise student respect for the dignity of labour and appreciation of economic, cultural and social values of our society; and to enable students to acquire knowledge for the practical solution of the economic problems of the society, such as Nigeria, developing countries and the world at large. Adu et al. (2009) put forward the identified reasons for studying Economics: a) the study of Economics enables a student to understand the nature of the complexity of the economic

activities of which he is only a very small part. b) It enables students to understand and appreciate various government policies where choices have to be made such as probably spending more money on free education and therefore providing fewer employment opportunities. c) The study of Economics provides the students with basic skills for analyzing Economic problems thereby preparing them better for positions where economic decisions have to be made. d) The study of Economics helps a government to promote growth and development, therefore, improving the quality of life of the citizens. e) Knowledge of Economics is useful to analyze fascinating patterns of socioeconomic behaviour. f) The study of Economics is useful to understand and alter the inequalities in the distribution of income and opportunities (Adu, 2012). According to Obemeata (1980) in Noun (2006), it was observed that the significance of Economics Education to any nation is very alarming. It enables both leaders and citizens to understand basic economic concepts, and principles as well as to understand, appreciate and seek to improve the economic situation for their social good. An understanding of economics is a prerequisite for good citizenship. To him, the principal objective of teaching Economics should be "to provide the economic understanding necessary for responsible citizenship". Being a responsible citizen involves the ability to make rational decisions on important economic issues with a good basis for doing so. Obemeata (1991) observed that the position of economics in secondary school curriculum has been strengthened because it has been accepted that it has some civil values because of some topics such as "the element and determinants of national income, the structure and activities of labour unions, the working and influence of financial institution" (Akin-Ibidiran, Ogunode. &Ibidiran2021)

These prepared one adequately for life in modern society. According to Adu (2002), the study of Economics serves a useful purpose in modern life. It gives us facts and shows us what may be expected to be the outcome of certain lines of conduct; it helps us to decide which of several alternatives to choose. It charged its recipient to make wise choices that will satisfy their needs in the presence of unlimited wants and resources. Chima (2017) opined that Economics is one of the important subjects thought in schools. The imperative nature of this subject stands tall not only in our daily life but the need to underscore the economic state of our nation; therefore, teaching and learning economics can be realized through effective supervision.

Dodd (1968) defines supervision as a constant and continuous process of more personal guidance based on frequent visits when attention is directed to one or more aspects of the school and its organization. Nwaogu (1980) sees supervision as the process of bringing about improvement in structure by working with people who are working with pupils. Supervision is a process of stimulating growth and a means of helping teachers to help themselves. Supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. The word, supervision was derived from a Latin word, "Supervideo" meaning to "oversee". In education, supervision is that phase of school administration which sees the improvement of instruction.

Supervision is done in all educational institutions with aim of improving the quality of education. Supervision also covers all programmes and subjects offered in all educational institutions such as the Economics programme at the Post-Basic Education and Career Development (PBECD) in Nigeria. Supervision of the Economics Programme is all professional activities meant to improve the quality of teaching and learning of Economics programmes in all educational institutions.

Supervision of the Economics Programme is a process of developing, guiding, directing and stimulating the growth of Economics teachers with the overall view of improving the quality of teaching and learning process of economics in the classrooms. Supervision of Economics Programme is a professional way of helping, advising, guiding and motivating economics teachers on the effective and efficient means of delivering Economics programme in schools.

The role of supervision of the Economics Programme in Post-Basic Education and Career Development (PBECD) includes: deciding the nature and content of the curriculum; selecting the school organizational patterns and materials that will enhance educational growth; improvement

of teacher effectiveness; ensuring that teachers are performing their duties as scheduled; improvement of the incompetent teachers; providing a guide for staff development; determining the effectiveness of the teacher's classroom management; determining the 'tone' of the school; determining special abilities possessed by teachers and deciding who to be transferred or retained, promoted, demoted or disengaged.

The quality of Economics programmesupervision in Post-Basic Education and Career Development (PBECD) in Nigeria specifically NECO, WACE and JAMB is falling considering the performance of students in examinations. According to Ezekwesili (2007), the present situation of supervision in schools showed that there has not been thorough effective supervision of schools in recent and past decades. Lack of supervision in schools has been the bane of failure in Post-Basic Education and Career Development (PBECD)in Nigeria. A system not supervised and evaluated is in dire need of collapse (Akin-Ibidiran, Ogunode&Ibidiran2021).

Poor supervision has affected the quality of teaching and learning of the Economics programmein Post-Basic Education and Career Development (PBECD). NOUN (2006) observed that the Ministries of Education in Nigeria show no interest in the subject. A survey was undertaken to determine whether inspectors were appointed for Economics by the various State Ministries of Education. It was found that only three states, Bendel, Rivers and Kwara had inspectors for Economics. However, it was not certain whether they were appointed as inspectors of Economics or were just Economics graduates who were appointed as inspectors of schools(Noun 2006; Ogunode& Richard 2021).

Problems Facing Supervision of Economics Programme in Post-Basic Education and Career Development (PBECD) in Nigeria

Problems Facing Supervision of the Economics Programme in Post-Basic Education and Career Development (PBECD) in Nigeria include; inadequate funding, shortage of supervision materials, inadequate transport facilities, poor communication skills, shortage of Economics Supervisors, poor human relations skills, insecurity and poor capacity development as problems hindering effective supervision of Economics Programme in Post-Basic Education and Career Development (PBECD) in Nigeria.

Inadequate Funding

Inadequate funds for supervision in Post-Basic Education and Career Development (PBECD) in Nigeria is a major factor that has prevented effective supervision of the Economics programme. The budgetary allocation for the supervision of education is inadequate and this has affected the various sub-programme of instructional supervision in the Post-Basic Education and Career Development (PBECD) across the country. The supervision programme draws its funds from the education budget which has been described by Ogunode (2020), Peter (2016) and Ogunode& Musa (2021) as inadequate. Generally, the National Open University of Nigeria(2007);Ogunode (2021); Ogunode&Ajape (2021) agreed that funding has been a major challenge facing not only supervision of instruction but also education. The fund available to the inspectorate unit in the ministry of education cannot carry out the enormous task given to them. It is becoming increasingly impossible for inspectorate units of the education ministries to service and repair vehicles needed for supervision exercises and even to pay the duty tour allowance (DTA) of supervisors where need be. The state government lacks the political will to support effective supervision of secondary schools across the country. The attitude of the political actors towards the supervision of education is not encouraging.

Inadequate Supervision Material

Limited supervision materials among many Economics supervisors have impeded effective Economics programme supervision in some of the Post-Basic Education and Career Development (PBECD) in Nigeria. Economics Supervisors are faced with insufficient supervision materials in many Post-Basic Education and Career Development (PBECD) in Nigeria. This is a serious problem which hinders the effective supervision of the Economics

Programme. The job of supervision is done through the use of material resources. What materials to be used, and how many are available to the instructional supervisor may depend on the type of supervision envisaged. The types of materials or equipment needed may also depend on whether the instructional supervisor is internal or external personnel (Ani, 2007). Shortage of supervisory materials is acknowledged by Eya, &Chukwu (2012) and Ogunode& Richard (2021) as a general problem facing the supervision of Post-Basic Education and Career Development (PBECD) in Nigeria Many supervisors used their pen, plain sheet and recording materials to carry out supervision functions in the territory.

Inadequate Transportation Facilities

Another problem that has contributed to poor supervision of the Economics programme in the Post-Basic Education and Career Development (PBECD) in Nigeria is the challenge of inadequate transportation facilities. Supervision of education especially in Post-Basic Education and Career Development (PBECD) in Nigeria involves movement from cities to cities and communities to communities and villages to villages. The supervision programme depends on logistics utilities like coaster buses, Hilux vans, cars and Motorcycles. Effective supervision of education can only be possible when the logistics utilities are available and are in good condition. Unfortunately, many quality assurance agencies in various states across the federation do not have adequate transport facilities to carry out quality supervision in the various Post-Basic Education and Career Development (PBECD) across Nigeria. Generally, Ogunode (2021) opined that inadequate transport facility is a great impediment to effective supervision of secondary school education in Nigeria. Many state ministries and quality assurance units in Nigeria do not have adequate transport facilities to support supervision programmes of secondary school education in the various states of Nigeria.

Poor Communication skills

Many Economics supervisors including school administrators and heads of departments do not have effective means to communicate with their teachers. Some Economics supervisor talks to their colleagues as if they are students. Most Economics supervisors and school administrators lack sound communication skills. Economics teachers in some Post-Basic Education and Career Development (PBECD) in Nigeria are sometimes demoralized due to poor communication between them and their supervisors. Peretemode (2009) observed that communication is the most essential tool in a supervisory relationship. The supervisor must be versatile in the act of communicating to avoid a situation where the message can be misinterpreted.

Shortage of Economics Supervisors

The shortage of Economic Supervisors in Nigeria has affected the effective supervision of the Economic Programme in some Post-Basic Education and Career Development (PBECD) in Nigeria. Many in some Post-Basic Education and Career Development (PBECD) in the country suffer defective Economics teaching due to a shortage of qualified Economic supervisors. Generally, Ogunode, & Richard (2021) opined that insufficient and unqualified supervisors in the educational system in most schools are not effective because the inspectors/supervisors are not enough for the subject areas. Another fact is that most inspectors are not specialists in important areas like science and technical subjects. Anuna (2004) noted that many of the personnel utilized for the supervision of instruction did not have the prerequisite qualification and experience. Some states in Nigeria still employ and utilize graduate teachers without professional teacher qualifications as supervisors of the schools. Also most of the time the supervisors and inspectors supervised subjects in which they do not have academic competence. Furthermore, personnel without experience in teaching in schools were deployed to supervise teachers. This practice hinders quality control, consequently, resulting in poor quality output while the maintenance of academic standards of the students are affected (Umar, Hauwau&Nura 2017; Abubakar, 2013); Ogunu, 2001).

Poor Human Relations Skills

Poor human relationship among many Economics Supervisors has contributed to poor supervision of Economics programme in some Post-Basic Education and Career Development (PBECD) in Nigeria. Umar, Hauwau&Nura (2017) observed that good relationship is difficult to establish because of the different kinds of human beings involved and they also require a different supervisory competencies. Maintaining a cordial relationship between the supervisor and supervisee is not always an easy task. Individual differences can taint the relationship. Principal's hostility is another form of poor human relations that affects the supervision of instruction. Peretomode (2009) disclosed that an "unfriendly attitude comes from teachers and their heads but the principals are said to be worse for it". This is because seniority in civil service is measured in terms of salary Grade Level (GL) rather than academic qualification. Some old principals with many years of experience do not open up to change especially when it is initiated by a younger person.

Insecurity

The supervision of the Economics programme in Nigeria has been disrupted by insecurity in some parts of the country. Insecurity in Nigeria especially in Northern Nigeria is also affecting the supervision of secondary school education. Many secondary schools have been attacked across the country which had led to the closure of schools. Ogunode (2021) concluded that insecurity in Nigeria is preventing effective supervision of educational institutions, especially secondary school education across the federation. The high rate of insecurity in Northern Nigeria is affecting the supervision of secondary schools across the various states in Northern Nigeria. Boko Haram group had killed many students, teachers and school administrators because they are against western education in Nigeria, especially in the Northern part of Nigeria.

Poor Capacity Development

Training and retraining programmes are very important for the development of supervisors of education. Training programmes are meant to improve the skills, abilities, knowledge and methods of improving instructional supervision. NOUN (2007) noted that most of the personnel used as supervisors of instruction in most states in Nigeria do not have the pre-requisite teachers' qualifications and experience. Most supervisors lack professional supervisory skills. NOUN (2007) noted that some supervisors still adopt autocratic, fault-finding styles of inspection. This makes the school heads and teachers apprehensive. This set of supervisors always assumes mastery of the subjects and expects the teachers to be subservient to them. They assume that supervisors have the knowledge and regard the teachers as inferior workers who should take instruction from them without questioning; this will always breed disdain and contempt instead of cooperation.

Conclusion and Recommendations

Economics Programme is one of the elective subjects or programmes offered in Post-Basic Education and Career Development (PBECD) in Nigeria. The objective of the Economics programme in Post-Basic Education and Career Development (PBECD) in Nigeria includes a) the study of Economics enables a student to understand the nature of the complexity of the economic activities in which he is only a very small part. b) It enables students to understand and appreciate various government policies where choices have to be made such as probably spending more money on free education and therefore providing fewer employment opportunities. c) the study of Economics provides the students with basic skills for analyzing Economic problems thereby preparing them better for positions where economic decisions have to be made. d) The study of Economics helps a government to promote growth and development, therefore, improving the quality of life of the citizens. e) Knowledge of Economics is useful to analyze fascinating patterns of socioeconomic behaviour. f) the study of Economics is useful to understand and alter the inequalities in the distribution of income and opportunities (Adu, 2012).

The realization of the Economics Programme objectives depends on quality supervision at the PostBasic Education and Career Development (PBECD). This paper examined the problems militating against effective supervision of the Economics programme in Post-Basic Education and Career Development (PBECD) in Nigeria. The paper concluded that inadequate funding, shortage of supervision materials, inadequate transport facilities, poor communication skills, poor human relations skills, shortage of Economics Supervisors, insecurity and poor capacity development as problems hindering effective supervision of the Economics Programme in Post-Basic Education and Career Development (PBECD) in Nigeria. The paper recommended the following:

1. Increment in the funding of Economics supervision in the Post-Basic Education and Career Development (PBECD) in Nigeria.
2. The government should provide supervisory materials to all supervisors on duty.
3. The government should provide quality assurance and other supervision agencies in Post-Basic Education and Career Development (PBECD) in Nigeria with adequate transportation facilities like coaster buses and mini-buses.
4. Training and retraining programmes should be provided for Economics supervisors for effective supervision in schools. This will help to address poor communication skills and poor human relations skills in the Supervisors.
5. Government should employ more Economics supervisors and deploy them to various inspection and supervision departments of ministries of education in Nigeria.
6. Adequate security should be provided for supervisors on official assignments across the country.

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